DOCUMENT RESUME

ED 085 446 UD 013 944

AUTHOR Rodriguez, Jerry W.

TITLE The Emergency School Assistance Program: Its Impact on Selected Public School Districts.

INSTITUTION Mississippi State Advisory Committee to the Cabinet Committee on Education, Jackson.

PUB DATE Aug 73

NOTE 101p.; Abstract of an Ed.D. Dissertation, Univ. of Southern Mississippi, 1973

EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTORS *Administrator Attitudes; Curriculum Development; Disadvantaged Youth; Educational Administration; Educationally Disadvantaged; *Educational Programs; Federal Programs; *Program Evaluation; Public Schools; Race Relations; School Districts; State Surveys; *Teacher Attitudes; Teacher Education

IDENTIFIERS Emergency School Assistance Act Programs; ESAP; *Mississippi

ABSTRACT

The purpose of this study was to determine what impact the Emergency School Assistance Program has had on selected public school districts in the State of Mississippi, as perceived by project directors, principals, and teachers. The investigator developed and pretested a 40 item questionnaire. Random sampling procedures were used to obtain 400 subjects, to whom the questionnaire was mailed. Respondents, numbering 260, or 65 percent, returned questionnaires. The final subjects included 28 project directors, 72 principals, and 160 teachers. Approximately 70 percent of the respondents reported that program funds had a some/large effect in providing additional facilities, personnel, and teacher training. Most of the participants reported that the extent to which program money induced educational effectiveness was some/large. Almost 80 percent of the project directors indicated a some/large effect of program activities on educationally disadvantaged students, while 74 percent of teachers, and 72 percent of the principals exhibited the same opinion. Eighty-four percent of the directors and two-thirds of the teachers and principals perceived the effect of the program on interracial experiences to be some/large. The bulk (over four million dollars) of the almsot 6.5 million dollars in program grants went into two activities--curriculum revision and teacher training. (Author/JM)

FILMED FROM BEST AVAILABLE COPY

ED 085446

E S A P

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE EMERGENCY SCHOOL ASSISTANCE PROGRAM: ITS IMPACT ON SELECTED PUBLIC SCHOOL DISTRICTS

by

Jerry W. Rodriguez, Ed.D.

August, 1973

Published by

Mississippi State Advisory Committee

to the

Cabinet Committee on Education

UD 013944

ED 085446

University of Southern Mississippi

THE EMERGENCY SCHOOL ASSISTANCE PROGRAM: ITS IMPACT ON SELECTED PUBLIC SCHOOL DISTRICTS

by

Jerry W. Rodriguez

Abstract of a Dissertation Submitted
to the Graduate School of the
University of Southern Mississippi
in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

August, 1973

Abstract

THE EMERGENCY SCHOOL ASSISTANCE PROGRAM: ITS IMPACT ON SELECTED PUBLIC SCHOOL DISTRICTS

by

Jerry W. Rodriguez

August, 1973

Purpose of the Study.--The purpose of this study was to determine what impact the Emergency School Assistance Program (ESAP) has had on selected public school districts in the state of Mississippi, as perceived by ESAP project directors, principals, and teachers. More specifically, the major objectives of the study were to seek answers to five main questions proposed by the study:

1. To what extent have ESAP funds been effective in providing additional facilities, personnel, and teacher training?
2. To what extent has the immediate infusion of money through ESAP had on the educational effectiveness of the school?
3. To what extent have ESAP activities had an effect on educationally disadvantaged students?

4. To what extent have ESAP activities been effective in providing interracial experiences in the school?
5. In what type of activities were the ESAP projects involved?

Procedures.--The investigator developed and pretested a forty-item questionnaire. Random sampling procedures were used to obtain 400 subjects. The instrument was then mailed to each of the subjects. Questionnaires were returned by 260 respondents (65 percent). The final subjects included twenty-eight project directors, seventy-two principals, and 160 teachers, representing eighty-three schools in twenty-eight Mississippi school districts.

The findings were reported at two levels. Firstly, the hypotheses, which had been stated by the investigator, were tested statistically by the Chi Square (X^2) technique to determine if there were significant differences among the respondents in how they perceived the effects of ESAP funds and activities. The hypotheses were accepted or rejected at the .05 level of confidence. Secondly, the results of the five main questions were reported by the use of descriptive methods.

Statistical Findings.--The following statistical findings emerged from the study:

1. There was no statistically significant difference among respondents in how they perceived the impact of ESAP funds in providing additional facilities, personnel, and teacher training.
2. There was a statistically significant difference among the participants in how they perceived the effect of an immediate infusion of money through ESAP on educational effectiveness of the school.
3. There was a statistically significant difference among the subjects in their perception of the effect of ESAP activities on students who were educationally disadvantaged.
4. The impact of ESAP in providing interracial experiences produced statistically significant different perceptions by the respondents.
5. In response to the general items of the questionnaire, there was a statistically significant difference among the participants in their replies.
6. There was a statistically significant difference among the respondents in their perception of the existence of ESAP sponsored activities in their schools.

Descriptive Findings.--Replies to the five main questions of the study revealed the following findings:

1. Approximately 70 percent of the respondents reported that ESAP funds had some/large effect in providing additional facilities, personnel, and teacher training. Only 30 percent viewed the effect to be none/small.
2. Most of the participants replied that the extent to which ESAP money induced educational effectiveness was some/large. Project directors were the most positive (81 percent), followed by teachers (72 percent), and principals (67 percent).
3. Almost 80 percent of the project directors indicated some/large effect on ESAP activities on educationally disadvantaged students, while 74 percent of teachers, and 72 percent of principals exhibited the same opinion.
4. Eighty-four percent of the directors and two-thirds of the teachers and principals perceived the effect of ESAP on interracial experiences to be some/large. However, while only 16 percent of the directors observed the effect to be none/small, twice as many teachers and principals, (about 34 percent) reported this response.

5. The bulk (over $4 million) of the almost $6.5 million in ESAP grants went into two activities, curriculum revision and teacher training.

Recommendations

As a result of the study, the following recommendations are made:

1. School districts receiving ESAP grants should consider sponsoring activities that have been found to be effective, such as: (1) counseling; (2) student-to-student programs; and (3) remedial programs.
2. School districts receiving ESAP funds should reconsider before sponsoring activities of the type which have been shown to be unsuccessful, such as: (1) teacher training and (2) curriculum revision. Special attention should be paid to the type of activities that are included under teacher training. The nature of in-service activities should be changed to more effective types.
3. Additional research needs to be conducted concerning the effectiveness of ESAP activities in public school districts. Such research should use an improved research design, incorporate pretest measurements to evaluate change from baseline data, and include control as well as experimental groups.

COPYRIGHT BY

JERRY W. RODRIGUEZ

1973

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Jerry W. Rodriguez

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

University of Southern Mississippi

THE EMERGENCY SCHOOL ASSISTANCE PROGRAM: ITS IMPACT ON SELECTED PUBLIC SCHOOL DISTRICTS

by

Jerry W. Rodriguez

A Dissertation
Submitted to the Graduate School
of the University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Approved:

James H. McNeil
Director

Ralph S. Owings

Edgar H. Bedenbaugh

Herman Brantley

W. B. Smith

T. Van Aller
Dean of the Graduate School

August, 1973

ACKNOWLEDGEMENTS

One of the most pleasant parts of the doctoral program is expressing appreciation for the assistance given the researcher during the writing of the dissertation.

The writer is especially indebted to Dr. James H. McPhail, chairman of the doctoral committee, for his confidence, encouragement, direction, and friendship throughout the period of study. Appreciation is also expressed to the following individuals:

Drs. Ralph S. Owings, Edgar H. Bedenbaugh, Henry B. Easterling, and Herman Boroughs, members of the doctoral committee, whose suggestions improved the dissertation;

Dr. Kirby P. Walker, Superintendent Emeritus, Jackson Public Schools, for his counsel and support;

Miss Ann Breazeale, business teacher at Jackson Central High School, for typing drafts and providing encouragement;

Mr. Victor Maddox, USM graduate assistant, for assistance in statistical treatment, proofreading, and constructive criticism.

The author gratefully acknowledges the cooperation of the 260 respondents who provided the data necessary for the study.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

LIST OF TABLES v

Chapter Page

I. INTRODUCTION 1

Statement of the Problem
Objectives of the Study
Hypotheses
Justification of the Study
Delimitations
Basic Assumptions
Definition of Terms
Procedures
Treatment of the Data

II. REVIEW OF RELATED LITERATURE 16

III. ANALYSIS OF DATA 27

Hypothesis I
Hypothesis II
Hypothesis III
Hypothesis IV
Hypothesis V
Hypothesis VI
Descriptive Interpretation of Questions

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . 60

Summary
Conclusions
Recommendations

APPENDIX A 67

APPENDIX B 75

BIBLIOGRAPHY 85

VITA 87

LIST OF TABLES

Table		Page
1.	Response Frequencies for Three Groups of Respondents for Hypothesis I	30
2.	Cell Values and Percent Contributed to Chi Square for Hypothesis II	32
3.	Response Frequencies for Three Groups of Respondents for Hypothesis III	34
4.	Cell Values and Percent Contributed to Chi Square for Hypothesis III	36
5.	Response Frequencies for Three Groups of Respondents for Hypothesis IV	38
6.	Cell Values and Percent Contributed to Chi Square for Hypothesis IV	41
7.	Response Frequencies for Three Groups of Respondents for Hypothesis V	43
8.	Cell Values and Percent Contributed to Chi Square for Hypothesis V	45
9.	Response Frequencies for Three Groups of Respondents for Hypothesis VI	48
10.	Cell Values and Percent Contributed to Chi Square for Hypothesis VI	49
11.	Extent to Which ESAP Funds Have Had an Effect on Facilities, Personnel, and Teacher Training	51
12.	Extent to Which an Immediate Infusion of Money Has Influenced Educational Effectiveness	53

13. Extent to Which ESAP Activities Have Had an Effect on Disadvantaged Students 55

14. Extent to Which ESAP Has Provided Interracial Experiences 57

15. Activities Sponsored by ESAP Grants in 28 School Districts for 1970-1972 59

CHAPTER I

INTRODUCTION

At its thirtieth annual convention in San Francisco, the National School Boards Association (NSBA), in a strongly-worded resolution to Congress and to the President, said, " . . . there are school districts that do not have sufficient funds to move as rapidly as they should toward integration."[1] "It would be more appropriate," said NSBA, "for the federal government to help finance rapid desegragation rather than cutting off assistance to pupils whose education already is being hampered by a lack of adequate funds."[2]

In a policy statement released March 24, 1970, President Nixon called for the enactment of a two-year $1.5 billion program for "improving education in racially-impacted areas, North and South, and for assisting school districts in meeting special problems incident to court-ordered desegregation."[3]

---

[1]"Pump Those Federal Funds into Local Schools, Urges NSBA," American School Board Journal, CLVII (June, 1970), 33.

[2]Ibid.

[3]U. S. President, Policy Statement, "A Free and Open Society" (Washington, D. C.: Government Printing Office), March 24, 1970, pp. 23-25.

The bill would provide financial assistance to school districts in meeting four special categories of need:

> The special needs of desegregating (or recently desegregated) districts for additional facilities, personnel, and training required to get the new, unitary system successfully started.
>
> The special needs of racially impacted schools where de facto segregation persists--and where an immediate infusion of money can make a real difference in terms of educational effectiveness.
>
> The special needs of those districts that have the furthest to go to catch up educationally with the rest of the nation.
>
> The financing of innovative techniques for providing educationally sound interracial experiences for children in racially isolated schools.[1]

In a letter of transmittal sent along with the bill to Congress on May 21, 1970, the President noted the large number of school districts scheduled for total desegregation in September, 1970, and called for immediate appropriation of $150 million to aid these school districts in implementing their desegregation plans.[2]

On August 18, 1970, Congress granted half of the President's request, and the Emergency School Assistance Program (ESAP) was enacted and funded with $75 million to "meet special needs incident to the elimination of racial segregation and discrimination among students and faculty in elementary and secondary schools."[3]

---

[1] Ibid.

[2] U. S. Congress, House, Aid to Schools with Financial Problems, Document No. 91-341, 91st Congress, 2d Session, May 21, 1970, p. 5.

[3] "Fiasco in Integration Spending?" Nations Schools, LXXXVII (January, 1971), 20-21.

The U. S. Commissioner of Education was given responsibility for the administration of ESAP. He in turn delegated program authority to the Office of Education's Division of Equal Educational Opportunity (Title IV).[1] These Title IV regional offices worked under a thirty-six hour turnaround policy, which required that an application had to be approved or disapproved within thirty-six hours after it reached the regional office.[2] In twenty-five states, 1,319 school districts were declared eligible for participation in the program.[3]

The first grant was announced on August 28, 1970, only ten days after ESAP was enacted. The Jackson (Mississippi) Municipal Separate School District was awarded $1.3 million, one of the largest grants in the nation. Ninety-four Mississippi school districts were allocated $5.2 million in ESAP funds for the 1970-1971 school year.[4] By the second of October, 1970, 488 grants totaling over $26

---

[1] The Emergency School Assistance Program: An Evaluation, Report by the American Friends Service Committee, et al. (1970), p. 14.

[2] Ibid., p. 15.

[3] "Desegregation Funds Hinge on Student Advisory Groups," Nations Schools, LXXXVI (October, 1970), 30-31.

[4] Interview with Mr. John Ethridge, Mississippi State Department of Education, August 3, 1972.

million had been awarded to school districts throughout the country. By the end of the month, $47 million had been obligated for 722 grants in U. S. schools.[1]

A continuing resolution passed by Congress July 1, 1971, extended the Emergency School Assistance Program another year to include the 1971-1972 school session.[2] Some $63 million were awarded to school districts throughout the United States in the second year of ESAP's operation.[3] Of this total amount, thirty-seven Mississippi school districts received $4,458,694 for the 1971-1972 school term.[4]

Altogether thirty-two Mississippi public school districts received ESAP funds for both 1970-1971 and 1971-1972 school years and operated ESAP projects during these two years.[5] Of this number, twenty-eight participated in this study.

Because of the need to allow school districts a sufficient operational period for ESAP before its impact could be reliably measured, only those twenty-eight school districts that received ESAP funds for two consecutive years were included in this study.

---

[1] The Emergency School Assistance Program, p. 15.

[2] U. S. Congress, House, "The Emergency School Assistance Program," Federal Register, XXXVI, July 10, 1971, 12984.

[3] Ethridge, op. cit.

[4] Ibid.

[5] Ibid.

Statement of the Problem

This study was designed to determine what impact the Emergency School Assistance Program (ESAP) has had on selected public school districts in the state of Mississippi, as perceived by ESAP project directors, principals, and teachers.

Objectives of the Study

Specifically, this study attempted to determine the effectiveness of ESAP activities as perceived by project directors, principals, and teachers by seeking the answers to the following five questions:

1. To what extent have ESAP funds been effective in providing additional facilities, personnel, and teacher training?
2. To what extent has the immediate infusion of money through ESAP had on the educational effectiveness of the school?
3. To what extent have ESAP activities had an effect on educationally disadvantaged students?
4. To what extent have ESAP activities been effective in providing interracial experiences in the school?
5. In what type of activities were the ESAP projects involved?

Hypotheses

The study was designed to test the following six hypotheses:

Hypothesis I.--There is no significant difference among the three groups of respondents in how they perceive the effect of ESAP funds in providing additional facilities, personnel, and teacher training.

Hypothesis II.--There is a significant difference among the three groups of respondents in how they perceive the effect of an immediate infusion of money through ESAP on educational effectiveness of the school.

Hypothesis III.--There is no significant difference among the three groups of respondents in how they perceive the effect of ESAP activities on educationally disadvantaged students.

Hypothesis IV.--There is a significant difference among the three groups of respondents in how they perceive the effect of ESAP activities in providing interracial experiences in the schools.

Hypothesis V.--There is no significant difference among the three groups of respondents in their answers to the ten general items of the questionnaire.

Hypothesis VI.--There is a significant difference among the three groups of respondents in their perception of the existence of ESAP activities in their schools.

Justification of the Study

In his policy statement of March 24, 1970, President Nixon recognized the need to measure the impact of federal spending when he said:

> For much too long, national 'commitments' have been measured by the number of Federal dollars spent rather than by more valid measures such as the quality of imagination displayed, the amount of private energy enlisted or, even more to the point, the results achieved.[1]

In a 1971 report on ESAP to the members of the Mississippi State Advisory Committee on Education, Walker pointed out the need to measure the impact of ESAP funds in Mississippi.[2] The Director of Instructional Services of the Mississippi State Department of Education, in an interview with this researcher, pointed out the need for more research on ESAP in Mississippi's public schools.[3]

Also citing the need to measure the real impact of ESAP on schools, the Director of Program Planning and

---

[1]U. S. President, op. cit., p. 24.

[2]Kirby P. Walker, Some Facts, Opinions, and Recommendations by Superintendents, Report to the Mississippi State Advisory Committee on Education (Jackson, Mississippi, 1971), p. 24.

[3]Interview with Dr. Joe Holloway, Mississippi State Department of Education, August 3, 1972.

Evaluation DHEW/OE, Atlanta, called for more meaningful research on ESAP than we presently have.[1]

In a national study of ESAP ordered by DHEW/OE, Washington, D. C., in the initial phase of the program, Gordon called for additional research to measure the impact " . . . in the light of two years of ESAP experience," saying, " . . . it may not be reasonable to expect such a program to have large effects upon desegregation and educational outcomes during the first year. . . ."[2]

A highly critical report on ESAP published in 1970, in the early months of the program, by six civil rights organizations concerned with "the problems of race, education, and poverty," reported serious defects in the administration of the program. The report claimed that ESAP funds had been used by schools for "general school-aid purposes unrelated to desegregation."[3] The study called for a closer look at ESAP and a refund of misused funds.

A review of the literature showed that only a few studies had been made of the Emergency School Assistance Program (ESAP) and that most of these studies were done in the early phases of the program.

---

[1]Dr. John Lovegrove, telephone conversation.

[2]Resource Management Corporation, Evaluation of the Emergency School Assistance Program, Final Report UR-163, Vol. I (Bethesda, Maryland: Resource Management Corporation, 1972), 17.

[3]The Emergency School Assistance Program, p. 3.

Because of the large amount of money that has been invested in the Emergency School Assistance Program in a very short period of time and because of the uniqueness of this emergency impact assistance, there is a need to investigate the impact of this program upon the school districts which received this financial aid.

Delimitations

This study was delimited to the twenty-eight Mississippi Public School Districts that received ESAP funds for the 1970-1971 and the 1971-1972 school years.

Basic Assumptions

It was assumed that project directors, principals, and teachers involved in ESAP were able to express reliably their attitudes, opinions, and perceptions concerning ESAP activities.

Definition of Terms

To convey clear and concise meaning to terms used frequently throughout this study, the following definitions were used:

Activity.--The specific function resulting from ESAP funding.[1]

---

[1]"Emergency School Assistance Program," Code of Federal Regulations, Title 45, Part 181.1.

Desegregation.--Assignment of pupils to public schools without regard to race, color, religion, or national origin.

DHEW/OE.--Department of Health, Education and Welfare, Office of Education.

Elementary school.--A public school consisting of any combination of grades 1-6.

ESAP.--Emergency School Assistance Program. The program based upon the following statutory provisions:

1. The Education Professions Development Act, Part D.
2. The Cooperative Research Act.
3. The Civil Rights Act of 1964, Title IV.
4. The Elementary and Secondary Education Act of 1965, section 807.
5. The Elementary and Secondary Education Amendments of 1967, section 402.
6. The Economic Opportunity Act of 1964, Title II.[1]

LEA.--Local Educational Agency. The agency which has administrative control of public education from grade 1-12 in a local school district.[2]

---

[1] Ibid.

[2] Ibid.

Principal.--The chief administrator of a school, who is responsible for the supervision and management of the school.

Program.--The overall Emergency School Assistance Program.[1]

Project.--A package of ESAP functions funded for a particular LEA.[2]

Project directors.--The person in a school district who has primary responsibility for directing the activities of ESAP.[3]

Secondary school.--A public school consisting of any combination of grades 7-12.

Teacher.--A professionally educated person on the school faculty devoting half or more of his time to classroom teaching.

Procedures

The Instrument

A forty-item questionnaire (see Appendix A) was developed by the investigator to obtain data from project directors, principals, and teachers relative to the objectives of the study.

---

[1] Ibid.

[2] Ibid.

[3] Ibid.

In developing the instrument, meetings with project directors, principals, teachers, and Mississippi State Department of Education administrators were conducted to obtain assistance in the design of the questionnaire.

After its development a group of administrators and graduate students analyzed the instrument and established its face and content validity.

The instrument was pretested by principals and teachers at five different schools (not included in the study). They completed the questionnaire and then made recommendations for its improvement. The instrument was revised according to the recommendations of the validating groups.

Sampling Techniques

A proportionate stratified random sample of schools was chosen from each LEA that received ESAP funds for two consecutive years. The basis for the stratification was the grade structure of the school, elementary or secondary. The sample size was proportional to the total number of schools in the study, but at least one elementary school and one secondary school was chosen from each LEA. The Mississippi School Bulletin--Educational Directory for 1971-72 was used in randomly selecting schools for the study.

All schools in the thirty-two LEA's were numbered and the investigator, after determining the sample size,

entered a table of random numbers and selected fifty-eight elementary and thirty-four secondary schools to participate in the study.

All thirty-two project directors were selected to participate in the study. Once the schools were randomly selected, the principal of each school chosen was asked to participate in the study. There were ninety-two principals selected for participation. Teachers were randomly selected from each school chosen for the study. The Mississippi Teachers Directory for 1971-72 was used in the selection of teachers. Each of the faculty members of the school chosen was numbered and the investigator entered a table of random numbers and selected three teachers from each school included in the study. There were 276 teachers randomly selected for the study.

There was a total of 400 respondents selected to participate in the study. This included 32 project directors, 92 principals, and 276 teachers.

Collection of Data

At the request of the investigator, the Chairman of the Department of Educational Administration at the University of Southern Mississippi sent a letter of introduction to each principal in the study asking for his cooperation. Several days after this letter was mailed to the principals, the investigator wrote each participant a letter outlining

the purposes of the study and describing the procedures to be followed. The questionnaire accompanied this letter, along with a self-addressed, stamped envelope for the return of the completed questionnaire. A code number on the questionnaire identified the respondent.

A follow-up letter was mailed to all respondents who had not returned the completed questionnaire within two weeks. After three weeks, telephone calls were made to respondents at their schools to urge them to return the questionnaires.

Completed questionnaires were returned by 260 respondents. This represented a 65 percent return rate. The final subjects of the study consisted of 28 project directors, 72 principals, and 160 teachers. These respondents represented eighty-three schools in twenty-eight public school districts.

Post-cards were sent to the 140 respondents who had not returned the questionnaire after six weeks in an effort to determine why they did not reply. Sixty-three of these cards were returned with these results: Almost half (49 percent) cited lack of knowledge about ESAP; 13 percent claimed neglect; 11 percent said they could not spare the necessary time; 10 percent responded that they do not participate in research studies; and 17 percent gave other reasons.

Treatment of the Data

Due to the nature of the data (nominal scale of measurement), the Chi Square (X^2) Technique was utilized to test all hypotheses.[1] The level at which all hypotheses were rejected was the .05 level of confidence.

In addition to the statistical treatment of the hypotheses, a descriptive interpretation of the data collected by the questionnaire was made in order to answer the five questions of the study.

---

[1]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill, 1959), pp. 157-177.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature related to The Emergency School Assistance Program (ESAP) which was the subject of this study. The purpose of this review was to locate and describe other studies which attempted to measure the effectiveness of ESAP.

The writer found that little research had been conducted on this program, compared to the number of studies on Title I of the Elementary and Secondary Education Act and Title III of ESEA. Although the scope of ESAP has not been as broad as either ESEA Title I or ESEA Title III, the lack of research in this area points to an immediate need for additional studies to be made.

The most extensive research on ESAP was the national study conducted by Resource Management Co., Inc. (RMC) under contract to the Office of Program Planning and Evaluation of the U. S. Office of Education.[1] This study was conducted during March-April, 1971, after ESAP was underway a short period of time. Dr. Kenneth F. Gordon directed the study.

---

[1]Resource Management Corporation, op. cit.

The study had four specific purposes:

1. Verify that ESAP projects were being conducted and determine whether changes in objectives or activities occurred from original plans.
2. Assess the effectiveness of ESAP on the following basis:
   a. Has the ESAP accomplished its goals?
   b. What has been the overall impact of ESAP at the school level?
   c. What has been the differential impact produced by the various types of ESAP activities?
   d. Have ESAP projects had a meaningful role in the desegregation process (including specific desegregation plans, if relevant)?
3. Assess the effectiveness of local project management in contributing to successful operation of ESAP projects.
4. Assess the utility of the technical assistance provided by Federal ESAP staff to local school districts.[1]

The study included a random sample of 252 school districts located in fourteen southern states. Over 9000 project directors, principals, teachers, and students in 879 schools with ESAP grants were interviewed by a field staff of 70 persons.

The conclusions RMC reached as a result of its study of ESAP are:

1. By January, 1971, ninety-five percent of all ESAP activities were being implemented. Over two-thirds of the school districts had made changes in their activities from the original proposals, not too surprising in light of the short planning time before ESAP proposals were processed.

---

[1] Ibid., p. 25.

2. a. To assess the accomplishment of this purpose two assumptions were made. The first assumption was that ESAP was primarily intended to bring about short-run improvements in the desegregation process. Although there is evidence that such gains were made, there is little basis for attributing a large portion of the improvement to ESAP.

The second assumption was that ESAP intended to upgrade the quality of education in the schools as a way of preventing the exodus of white children. Included in this assumption was that ESAP would enable the handling of the wide range of student abilities brought about by desegregation.

RMC also noted that less than half of the schools studied experienced significant changes in racial make-up prior to funding, indicating that ESAP was not concentrated in schools having substantial racial change.

b. The overall impact of ESAP was found to be positive, but small. In terms of perceived outcomes, RMC was unable to detect a measurable impact from the combined effect of all ESAP activities.

c. Of the seventeen activity types studied, only four were found to be effective: counseling, counseling support, student-to-student programs, and remedial programs. Teacher training had a strong, negative association and was heavily associated by teachers and students with worsening conditions.

Twelve activities had a neutral or inconclusive impact. These were: personal community activities, non-personal community activities, ethnic classes and materials, non-ethnic classes and materials, teacher aides and other support personnel, busing, remedial education personnel, comprehensive planning, administrative personnel, materials, facilities improvement, and others.

d. ESAP had only a slight impact on interracial attitudes and behavior although it was perceived by school administrators as helpful in adjusting to the process of desegregation.

3. Local project management was judged adequate.

4. It was found that technical assistance from USOE was little used but usually effective.[1]

A statewide study in North Carolina was conducted by the State Department of Public Instruction at the request

---

[1] Ibid., pp. 3-18.

of the North Carolina State Advisory Committee on Public Education.[1] There were three major purposes of the North Carolina study:

1. To determine whether an investment of approximately $13,500,000 in ESAP programs during fiscal years 1971 and 1972 aided in the process of desegregating public schools;
2. to determine which kinds of program activities were perceived by administrators, teachers, and members of the community at large as being most helpful in the desegregation process; and
3. to determine if the racial attitudes of students enrolled in schools where ESAP programs were conducted differed significantly from the racial attitudes of students enrolled in schools in which no ESAP programs were conducted.[2]

The study was divided into two sections. The first part was a descriptive study designed to elicit perceptions relative to the effectiveness of ESAP activities. The second part was an experimental study to investigate the effect of ESAP activities on student attitudes.

The data from the descriptive study seemed to support these findings:

1. The majority of the respondents expected that it would be difficult to overcome problems related to school desegregation and the academic gaps between black and white students.
2. White educators expected difficulty in student motivation, while black educators expected little

---

[1]Evaluation Report of the Emergency School Assistance Program in North Carolina. William S. Jones, Chairman (North Carolina: The North Carolina State Advisory Committee on Public Education, 1972).

[2]Ibid., pp. 2-3.

difficulty in motivating students to perform in racially-mixed classes.

3. A majority of educators reported that academic performance was the greatest problem in their schools.
4. White educators reported increased interracial participation in school activities while black educators saw no change in the degree of integration.
5. Educators ranked the following ESAP activities in descending order of effectiveness: teacher aide programs, remedial education programs, special curriculum revision programs, special pupil personnel services, teacher in-service programs, special community programs, and the least effective of all, student-to-student programs.
6. Most educators reported an improvement in the quality of relations between black and white teachers.
7. The funding level of projects significantly influenced educators' perceptions of change.
8. Projects funded for two consecutive years reported a greater mix of races in school activities, while one-year projects reported no increase in racial mix.

9. Bi-racial advisory committees were appropriately involved in planning and policy making, though many were adequately informed about the purposes of ESAP.
10. Most students agreed that positive change had occurred between student-student relations and between student-teacher relations.
11. Most agreed that ESAP funding aided greatly in desegregation.[1]

The following inferences were drawn from data from the Experimental Study:

1. ESAP activities had little influence in changing racial attitudes of students.
2. ESAP activities are too varied to have much impact on racial attitudes.
3. Racial attitude tests tend to cause students to become more negative in their response.
4. White males are less frustrated in racially-mixed situations than white females.
5. There was no significant difference between how ESAP and non-ESAP groups reflected on racial attitudes.[2]

One of the most controversial studies of the Emergency School Assistance Program was conducted by a group of six

---

[1] Ibid., pp. 5-9.

[2] Ibid., p. 34.

civil rights organizations.[1] It was published as an evaluation of the first months of the administration of ESAP and began its introduction with the statement: "The promise of the Emergency School Assistance Program has been broken."[2]

The report proclaimed the following defects in the administration of the Emergency School Assistance Program:

1. Many grants went to school districts practicing racial discrimination.
2. ESAP funds have been used for projects which are racist and which will cause re-segregation of black students.
3. A large portion of ESAP money has been spent for general aid to education rather than for problems related to desegregation.
4. ESAP grants have been awarded to districts that are not under terminal desegregation plans and, hence, are ineligible.
5. Many ESAP grants are too small to deal effectively with the problems of desegregation.
6. Not a single grant has been made to a community group.
7. Bi-racial advisory committees have not been set up in many school districts.

---

[1] The Emergency School Assistance Program.

[2] Ibid., p. 1.

8. Only a very small part of ESAP money has gone to projects designed to improve race relations.[1]

The actual impact, if any, this report had on the Emergency School Assistance Program is, of course, hard to measure. In discussing the changes in activities from the original plans that had been approved, RMC made reference to this report and concluded:

> By getting into the field early in the ESAP cycle and identifying several actual or potential abuses of this program, such organizations probably had an impact in the changing of some of the original plans toward more acceptable activities.[2]

In an early attempt to appraise the effectiveness of ESAP in Mississippi, Kirby Walker, Executive Director for the Mississippi State Advisory Committee on Public Education, sent questionnaires to ninety-four Mississippi school superintendents whose districts were awarded ESAP grants for the 1970-1971 school year.[3]

From this questionnaire, opinions of respondents toward ESAP were reported under four categories: (1) Character; (2) Effectiveness; (3) Strengths; and (4) Weaknesses.[4]

Character

Of the ninety-four school districts receiving ESAP funds, twenty three aimed their major thrust at the elementary

---

[1] Ibid., pp. 2-5.

[2] Resource Management Corporation, op. cit., p. 5.

[3] Walker, op. cit.

[4] Ibid., p. 14.

level, while sixteen concentrated on the secondary program as their major area of activity. More than half of the superintendents (51) reported that ESAP funds were being spent at both elementary and secondary levels of instruction.

Only two school districts reported projects with improving school-community relations and school support as their major aims.[1]

Effectiveness

Eighty-six percent of the superintendents reported that their program was either "significant" or "noticeable" in meeting special needs to achieve successful desegregation. Eleven superintendents claimed their projects had been "barely noticeable" or "not perceptible."[2]

Strengths

The top three significant outcomes cited by superintendents as a result of ESAP projects were: (1) Faculty Improvement; (2) Benefit to Students; and (3) Improved School Facilities.[3]

---

[1] Ibid., p. 15.

[2] Ibid., p. 16.

[3] Ibid., p. 18.

Weaknesses

Two main categories of weaknesses in the Emergency School Assistance Program were reported by the superintendents. These were administrative procedures and funding provisions.[1]

---

[1] Ibid., p. 19.

CHAPTER III

ANALYSIS OF DATA

This chapter presents an analysis of the results obtained from the 260 respondents to the forty-item questionnaire that was developed for the study.

There were six hypotheses of the study that made predictions as to the relationship that existed between the variables. The Chi Square (X^2) test was used to determine the significance of differences among the project directors, principals, and teachers in how they responded to the questionnaire items. The X^2 test is a goodness-of-fit technique in that it may be used to test whether a significant difference exists between an observed number of responses falling in each category and an expected number based on the null hypothesis.[1] The above procedure was employed by calculating a test of independence to determine if there was a significant difference between the two variables: group membership (project directors, principals, and teachers) and response level (none, small, some, and large). In order to test the significance of

---

[1]Sidney Siegel, Non Parametric Statistics: For the Behavioral Sciences (New York: McGraw-Hill, 1956), p. 43.

the differences, the statistical hypotheses were stated in the null form:

H_o: $X^2 = 0$ (The obtained X^2 is merely a chance deviation in the sampling distribution in which the population X^2 is zero.)

The differences were calculated and then a Chi Square test was computed to determine if the X^2 was significantly greater than zero. If the probability associated with random variation (chance) was 5 percent or less, the null hypothesis was rejected in favor of:

H_1: $X^2 \neq 0$ (two-tailed test)

Hypothesis I

Statement

There is no significant difference among the three groups of respondents in how they perceive the effect of ESAP funds in providing additional facilities, personnel, and teacher training.

Analysis

A X^2 value of 4.205 was found for Hypothesis I. This amount has an associated probability ($p = .6513$) which is above the critical region of .05. Because the minimum X^2 value needed for significance is 12.59 (6 df), the result (4.205) is evidently due to chance. Therefore, the null hypothesis was not rejected.

These results indicate that there is no statistically significant difference among project directors, principals, and teachers in their responses in how each group perceived the effect of ESAP funds in providing additional facilities, personnel, and teacher training.

Hypothesis II

Statement

There is a significant difference among the three groups of respondents in how they perceive the effect of an immediate infusion of money through ESAP on educational effectiveness of the school.

Analysis

For Hypothesis II a X^2 value of 41.263 with $p = .0000$ was found. Since a Chi Square value of 12.59 (6 df) was necessary for significance, the null hypothesis (H_o) was rejected; and, therefore, the alternative hypothesis (H_1) was accepted.

The response frequencies for the three groups of participants are shown in Table 1.

Analyzing the differences between the observed frequencies and the expected frequencies, Table 1 shows that for project directors the two response levels that contributed the most to the Chi Square value were the categories "None" and "Some." Only two responses were observed for "None" while over fourteen were expected.

TABLE 1

RESPONSE FREQUENCIES FOR THREE GROUPS OF RESPONDENTS FOR HYPOTHESIS II

Respondent	f	Response Levels None	Small	Some	Large	TOTALS
Project Directors	0	2	24	77	33	136
	E	14.62	24.30	58.16	38.92	. .
	0-E	-12.62	- .30	+18.84	- 5.92	. .
Principals	0	36	75	158	71	340
	E	36.56	60.74	145.39	97.31	. .
	0-E	- .56	+14.26	+ 12.61	-26.31	. .
Teachers	0	92	117	282	242	733
	E	78.82	130.96	313.45	209.77	. .
	0-E	+13.18	-13.96	- 31.45	+ 32.23	. .
TOTALS		130	216	517	346	1209

0 = Observed f E = Expected f 0-E = Difference

This indicates that project directors perceived ESAP money to be more effective than had been expected. Another cell which indicates a more positive result than had been anticipated is the cell "Some" with 77 observed frequencies while only 58 were expected.

When the responses by principals were analyzed, it became apparent that they did not perceive the effectiveness of ESAP funds to be as large as had been expected. One particular cell in Table 1 illustrates this fact. The response "Large" by principals indicates that while 97 responses were expected only 71 were observed. Another

cell in Table 1 which points out a more negative feeling by principals is the "Small" category. Only 61 responses were expected from this category, but principals reported 75.

Teachers were more positive about the effects of ESAP funds on educational effectiveness than had been anticipated. Table 1 shows that for the category "Large," 242 responses were observed while 210 were expected. This table also shows that fewer teachers' responses were observed for "Some" effect (282) than had been expected (313).

Table 2 contains the X^2 values for each individual cell and the percent that each cell contributed to the X^2 value.

From Table 2 it was found that the response "None" by project directors contributed over 26 percent, while the response "Some" contributed almost 15 percent to the Chi Square value.

The differences between the observed and the expected frequencies for the "Large" cell for principals contributed over 17 percent of the Chi Square value.

Table 2 shows that the cell "Some" for teachers contributed over 7 percent to the X^2 value.

When analysis was made by respondent category (see Table 2), it was found that project directors contributed the most to the X^2 value of 41.263 with 43.4 percent.

TABLE 2

CELL VALUES AND PERCENT CONTRIBUTED TO CHI SQUARE FOR HYPOTHESIS II

Respondent	X^2 / %	Response Levels				RESPONDENT TOTALS	
		None	Small	Some	Large	X^2	%
Project Directors	X^2	10.894	.004	6.103	.900	17.901	. . .
	%	26.40	.01	14.79	2.18	. . .	43.38
Principals	X^2	.008	3.348	1.094	7.113	11.563	. . .
	%	.02	8.11	2.65	17.24	. . .	28.02
Teachers	X^2	2.204	1.488	3.155	4.952	11.799	. . .
	%	5.34	3.61	7.65	12.00	. . .	28.60
RESPONSE TOTALS	X^2	13.106	4.840	10.352	12.965	41.263	. . .
	%	31.76	11.73	25.09	31.42	. . .	100.00

Principals and teachers almost equally shared the remaining portion with teachers totaling 28.6 percent and principals accounting for 28.0 percent of the Chi Square value.

Further analysis by response level (see Table 2) revealed two categories that contributed the most to X^2. These were "None" which accounted for 31.8 percent and "Large" with 31.4 percent. The response "Some" was ranked third with 25.1 percent, while the "Small" category contributed only 11.7 percent to X^2.

These results indicate that there is a statistically significant difference among project directors, principals, and teachers in how they perceive the effect of an immediate infusion of money through ESAP on educational effectiveness of the school. Project directors accounted for the largest portion of this difference.

Hypothesis III

Statement

There is no significant difference among the three groups of respondents in how they perceive the effect of ESAP activities on educationally disadvantaged students.

Analysis

On the basis of the computed statistics, the null hypothesis was rejected since a X^2 value of 20.777 with $p = .0025$ was found for Hypothesis III. This was above the X^2 of 12.59 (6 df) that was needed for rejection.

The response frequencies for project directors, principals, and teachers are shown in Table 3.

TABLE 3

RESPONSE FREQUENCIES FOR THREE GROUPS OF RESPONDENTS FOR HYPOTHESIS III

Respondent	f	Response Levels None	Small	Some	Large	TOTALS
Project Directors	0	4	23	47	57	131
	E	13.30	21.03	55.15	41.52	. .
	0-E	- 9.30	+ 1.97	- 8.15	+ 15.48	. .
Principals	0	35	60	129	113	337
	E	34.20	54.11	141.87	106.82	. .
	0-E	+ .80	+5.89	- 12.87	+ 6.18	. .
Teachers	0	83	110	330	211	734
	E	74.50	117.86	308.98	232.66	. .
	0-E	+ 8.50	- 7.86	+ 21.02	- 21.66	. .
TOTALS		122	193	506	381	1202

0 = Observed f E = Expected f 0-E = Difference

From the response frequencies for project directors shown in Table 3, it is seen that the two categories of responses that illustrate the greatest difference between the observed and expected frequencies are "None" and "Large." Observed frequencies for directors total four, while 13 were expected for the "None" category, indicating that fewer negative responses were recorded by ESAP project

directors than had been anticipated. The response level "Large," in Table 3 reveals 57 responses were observed for this category while almost 42 were expected--a clear indication that directors perceived the effects of ESAP activities on educationally disadvantaged children to be greater than had been anticipated.

Table 3 shows that the largest difference between the observed and expected frequencies for principals was for the category "Some." It was expected that principal responses would total almost 142, yet only 129 responses were observed.

When teacher responses are analyzed (see Table 3), two cells show the greatest differences between observed and expected frequencies. The cell "Some" where 21 more responses were observed than were expected, and the cell "Large" where almost 22 fewer responses were observed than were anticipated.

Table 4 contains the individual cell values and the percent each cell contributed to the X^2 value.

From Table 4 it was found that the response "None" by project directors contributed over 31 percent, while the response "Large" yielded almost 28 percent of the Chi Square value.

The cell "Some" for principals contained the largest difference between the observed and the expected frequencies. However, this cell contributed only 5.6 percent to the X^2

TABLE 4

CELL VALUES AND PERCENT CONTRIBUTED TO
CHI SQUARE FOR HYPOTHESIS III

Respondent	X^2 / %	Response Levels				RESPONDENT TOTALS	
		None	Small	Some	Large	X^2	%
Project Directors	X^2	6.502	.184	1.203	5.771	13.660	. . .
	%	31.29	.88	5.79	27.78	. . .	65.74
Principals	X^2	.017	.640	1.167	.357	2.181	. . .
	%	.08	3.08	5.62	1.72	. . .	10.50
Teachers	X^2	.968	.524	1.429	2.015	4.936	. . .
	%	4.66	2.52	6.88	9.70	. . .	23.76
RESPONSE TOTALS	X^2	7.487	1.348	3.799	8.143	20.777	. . .
	%	36.03	6.48	18.29	39.20	. . .	100.00

value. Principals perceived the effects of ESAP activities on educationally disadvantaged students at about the same frequency as was expected and, as a group, accounted for only a small part of the X^2 value.

Table 4 shows that the two cells "Some" and "Large" for teachers together accounted for almost 17 percent of the X^2 value found for Hypothesis III.

When the data from Table 4 is analyzed by respondent category, it shows that almost two-thirds of the X^2 value is contributed by project directors (65.7 percent). Almost one-fourth of X^2 came from teachers (23.8 percent), while principals yielded only 10.5 percent.

Further analysis by response level (see Table 4) shows that the "Large" category contributed 39.3 percent of X^2 while "None" almost matches this with 36.0 percent. Nearly three times as many responses were checked for "Some" (18.3 percent) as were indicated for "Small" (6.5 percent).

These results indicate that there is a statistically significant difference among project directors, principals, and teachers in how they perceive the effect of ESAP activities on educationally disadvantaged students. Project directors accounted for almost two-thirds of this difference, perceiving the effects of ESAP activities on educationally disadvantaged students to be greater than had been expected.

Hypothesis IV

Statement

There is a significant difference among the three groups of respondents in how they perceive the effects of ESAP activities in providing interracial experiences in the school.

Analysis

For Hypothesis IV a X^2 value of 33.374 with p = .0001 was computed. This is above the 12.59 (with 6 df) Chi Square value necessary for significance. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. Table 5 contains the response frequencies for the three groups of respondents.

TABLE 5

RESPONSE FREQUENCIES FOR THREE GROUPS OF RESPONDENTS FOR HYPOTHESIS IV

		Response Levels				
Respondent	f	None	Small	Some	Large	TOTALS
Project Directors	0	4	17	60	46	127
	E	20.01	20.01	57.60	29.38	. .
	0-E	-16.01	- 3.01	+ 2.40	+16.62	. .
Principals	0	53	67	164	63	347
	E	54.68	54.68	157.36	80.28	. .
	0-E	- 1.68	+12.32	+ 6.64	-17.28	. .
Teachers	0	131	104	317	167	719
	E	113.31	113.31	326.04	166.34	. .
	0-E	+ 17.69	- 9.31	- 9.04	+ .66	. .
TOTALS		188	188	541	276	1193

0 = Observed f E = Expected f 0-E = Difference

When the responses of project directors were analyzed (see Table 5), two response levels showed the largest deviation from expected replies. Project directors marked the "None" answer only four times, while twenty replies were expected. This difference between observed and expected frequencies indicates that ESAP project directors were much more positive about the effects of ESAP activities in providing interracial experiences in the school than had been expected. The second category with a considerable difference is "Large," where almost seventeen more responses were observed than had been expected. Such a difference suggested that directors perceived the effect of ESAP activities on interracial experiences to be larger than had been anticipated.

Principals, as a group, did not contribute as much to the Chi Square value as did project directors. From Table 5, when the responses from principals were analyzed, it was seen that the largest differences occurred in the "Small" category and in the "Large" category. For the response level "Small," principal responses totaled twelve more than had been expected, an indication that more principals' responses recorded a small effect of ESAP on interracial experiences than had been anticipated. The second category for principals to show a large deviation from expected results was "Large," where some seventeen fewer

responses were observed than had been expected, suggesting that principals did not perceive the effects of ESAP on interracial experiences to have as large an impact as had been anticipated.

Teachers contributed less to the differences among the three groups of respondents than any of the groups in their responses to Hypothesis IV. From Table 5, it is seen that only one cell, "None," showed a large difference in responses for teachers, where 113 responses were expected and 131 were observed.

Cell values and the percent each cell contributed to the Chi Square value are included in Table 6.

From Table 6, it was calculated that the response "None" by project directors contributed over 38 percent to the X^2 value, while the reply "Large" yielded over 28 percent.

It is seen from Table 6 that the principals' responses in the two cells, "Small" and "Large," contributed 8 percent and 11 percent respectively to the X^2 value.

Table 6 shows that the cell "None" alone yielded 8 percent of the X^2 value. Such results suggested that teacher responses for this cell were more negative about the effect of ESAP on interracial experiences than was anticipated.

Of the X^2 value found for Hypothesis IV (see Table 6), over two-thirds (68.2 percent) was contributed by project

TABLE 6

CELL VALUES AND PERCENT CONTRIBUTED TO
CHI SQUARE FOR HYPOTHESIS IV

Respondent	X^2 / %	Response Levels				RESPONDENT TOTALS	
		None	Small	Some	Large	X^2	%
Project Directors	X^2	12.809	.453	.100	9.402	22.764	. . .
	%	38.38	1.36	.30	28.17	. . .	68.21
Principals	X^2	.052	2.776	.280	3.722	6.830	. . .
	%	.15	8.32	.84	11.15	. . .	20.46
Teachers	X^2	2.762	.765	.251	.002	3.780	. . .
	%	8.28	2.29	.75	.01	. . .	11.33
RESPONSE TOTALS	X^2	15.623	3.994	.631	13.126	33.374	. . .
	%	46.81	11.97	1.89	39.33	. . .	100.00

directors. One-fifth (20.5 percent) came from principals, while teachers contributed only 11.3 percent.

When the answers were analyzed by category (see Table 6), the "None" category contributed 46.8 percent to X^2 while "Large" followed with 39.3 percent. Almost 12 percent of X^2 came from the "Small" category, while less than two percent was contributed by "Some."

The findings from the analysis of Hypothesis IV indicate that there is a statistically significant difference among project directors, principals, and teachers in how they perceive the effect of ESAP activities in providing interracial experiences in the school. Project directors accounted for almost 70 percent of this difference, perceiving the ESAP activities to have had a greater impact on interracial experiences than had been anticipated.

Hypothesis V

Statement

There is no significant difference among the three groups of participants in their responses to the ten general questions of the instrument (see Appendix A).

Analysis

A X^2 value of 122.920 was found for Hypothesis V. This amount has an associated probability ($p = .0000$) which is within the critical region of .05. This X^2 value is above the minimum needed for significance (12.59 with 6 df). Therefore, the null hypothesis was rejected.

The response frequencies for project directors, principals, and teachers are shown in Table 7.

TABLE 7

RESPONSE FREQUENCIES FOR THREE GROUPS OF RESPONDENTS FOR HYPOTHESIS V

Respondent	f	Response Levels None	Small	Some	Large	TOTALS
Project Directors	0	23	59	112	75	269
	E	66.81	49.24	89.25	63.70	. .
	0-E	-43.81	+ 9.76	+ 22.75	+11.30	. .
Principals	0	284	145	223	125	777
	E	192.99	142.22	257.80	183.99	. .
	0-E	+ 91.01	+ 2.78	- 34.80	- 58.99	. .
Teachers	0	229	191	381	311	1112
	E	276.20	203.54	368.95	263.31	. .
	0-E	- 47.20	-12.54	+ 12.05	+ 47.69	. .
TOTALS		536	395	716	511	2158

0 = Observed f E = Expected f 0-E = Difference

Analyzing the differences between the observed and the expected frequencies, Table 7 shows that the response level for project directors that contributed the most to the Chi Square value was the category "None." Only one-third of the expected responses were observed for project directors, indicating that they perceived fewer negative responses than had been anticipated.

When the responses by principals are analyzed, two cells, "None" and "Large" (see Table 7), demonstrate that principals are much more negative about the results of ESAP activities than had been expected. The cell "None" for principals shows that while 192 responses were expected, 284 were observed, an indication that principals perceived ESAP activites as having no effect more often than was anticipated. The cell "large" for principals shows that almost 59 fewer responses were recorded for this category than was expected, a clear sign that principals did not perceive the impact of ESAP to be as large as had been expected.

Teachers were much more positive about the effects of ESAP on the general items of the questionnaire than were anticipated. Table 7 shows this by two responses, "None" and "Large." This table shows that fewer teachers' responses were observed for "None" (229) than had been expected (276), and there were 47 more responses observed for "Large" than had been anticipated.

Table 8 contains the cell values and the percent each cell contributed to the X^2 value.

From Table 8 it was found that the cell "None" for directors yielded almost one-fourth of the X^2 value for Hypothesis V.

Table 8 shows that the two cells "None" and "Large" contributed almost 35 percent and over 15 percent of the X^2

TABLE 8

CELL VALUES AND PERCENT CONTRIBUTED TO
CHI SQUARE FOR HYPOTHESIS V

Respondent	X^2 %	Response Levels None	Small	Some	Large	RESPONDENT TOTALS X^2	%
Project Directors	X^2	28.728	1.935	5.799	2.005	38.467	. . .
	%	23.37	1.57	4.72	1.63	. . .	31.29
Principals	X^2	42.918	.054	4.698	18.913	66.583	. . .
	%	34.92	.04	3.82	15.39	. . .	54.17
Teachers	X^2	8.066	.773	.394	8.637	17.870	. . .
	%	6.56	.63	.32	7.03	. . .	14.54
RESPONSE TOTALS	X^2	79.712	2.762	10.891	29.555	122.920	. . .
	%	64.85	2.24	8.86	24.05	. . .	100.00

value for principals. As a group, principals accounted for the largest difference among the three groups of respondents in how they perceived the effects of ESAP on the general items of the questionnaire.

From Table 8 it is seen that the two cells for teachers, "None" and "Large," accounted for 6.5 percent and 7 percent of the X^2 value.

Table 8 reveals that more than half (54.2 percent) of the X^2 value was contributed by principals, while almost one-third (31.3 percent) was contributed by project directors. Teachers contributed less than 15 percent (14.5 percent).

When the response level was analyzed (see Table 8), it was found that almost two-thirds (64.9 percent) of the X^2 value was contributed by the "None" category. The response "Large" followed with nearly one-fourth (24.1 percent). "Some" contributed less than 10 percent (8.9 percent), while "Small" contributed only 2.2 percent of the X^2 value.

These results indicate that there is a statistically significant difference among project directors, principals, and teachers in their answers to the ten general items of the questionnaire, and that over half of this difference was accountable to the negative responses of principals.

Hypothesis VI

Statement

There is a significant difference among the three groups of respondents in how they perceive the existence of ESAP activities in their schools.

Analysis

For Hypothesis VI a Chi Square value of 7.671 was found. A value this size has an associated probability ($p = .0213$) which is within the critical region of .05. A Chi Square value of 7.671 is above the 5.99 (2 df) minimum needed for significance. Therefore, the null hypothesis (H_o) was rejected, and the alternative hypothesis (H_1) was accepted.

The response frequencies for the three groups of respondents for Hypothesis VI are shown in Table 9.

The response "Yes" in Table 9 indicates that the participant expressed an awareness of an ESAP sponsored activity in his school. Over 21 more "Yes" responses were recorded by project directors than had been anticipated. Table 9 demonstrates that principals were able to report the existence of ESAP activities in their schools at about the same rate that was expected. As a group, teachers were less aware of ESAP activities than had been anticipated. Twenty-one fewer "Yes" responses were recorded than were expected.

TABLE 9

RESPONSE FREQUENCIES FOR THREE GROUPS OF RESPONDENTS FOR HYPOTHESIS VI

Respondent	f	Responses Yes	Responses No	TOTALS
Project Directors	0	138	142	280
	E	116.95	163.05	. .
	0-E	+ 21.05	- 21.05	. .
Principals	0	301	419	720
	E	300.74	419.26	. .
	0-E	+ .26	- .26	. .
Teachers	0	647	953	1600
	E	668.31	931.69	. .
	0-E	- 21.31	- 21.31	. .
TOTALS		1086	1514	2600

0 = Observed f E = Expected f 0-E = Difference

Table 10 contains the individual cell values and the percent each cell contributed to the X^2 value.

When the data from Hypothesis VI was analyzed by group membership (see Table 10), it was found that 84.8 percent of the X^2 value came from the directors of ESAP projects. The remaining 15.2 percent was contributed by teachers. The extreme closeness between the observed and the expected frequencies for principals caused no contribution to the X^2 value from this group.

TABLE 10

CELL VALUES AND PERCENT CONTRIBUTED TO CHI SQUARE FOR HYPOTHESIS VI

Respondent	X^2 %	Responses Yes	Responses No	RESPONDENT TOTALS X^2	RESPONDENT TOTALS %
Project Directors	X^2	3.788	2.717	6.505	. .
	%	49.38	35.42	. .	84.8
Principals	X^2	.000	.000	.000	. .
	%	.0	.0	. .	.0
Teachers	X^2	.679	.487	1.166	. .
	%	8.85	6.35	. .	15.20
RESPONSE TOTALS	X^2	4.467	3.204	7.671	. .
	%	58.23	41.77	. .	100

Further analysis of the answers reveals that the "Yes" category contributed 58.2 percent to X^2, while "No" yielded 41.8 percent.

These results indicate that there is a statistically significant difference among the three groups of respondents in their perception of ESAP-sponsored activities in their schools.

From these findings, it is apparent that principals were able to more accurately perceive the existence of activities in their schools as a result of ESAP funding than either of the other two groups of respondents.

Descriptive Interpretation of Questions

The five main questions that were asked as a part of this study were:

1. To what extent have ESAP funds been effective in providing additional facilities, personnel, and teacher training?
2. To what extent has the immediate infusion of money through ESAP had on the educational effectiveness of the school?
3. To what extent have ESAP activities had an effect on educationally disadvantaged students?
4. To what extent have ESAP activities been effective in providing interracial experiences in the school?
5. In what type of activities were the ESAP projects involved?

A frequency tabulation was done to determine how each group of participants responded to these five questions. Items 1-5 of the questionnaire were designed to elicit a response to the first question:

1. To what extent have ESAP funds been effective in providing additional facilities, personnel, and teacher training?

The results from the questionnaire items are shown in Table 11.

TABLE 11

EXTENT TO WHICH ESAP FUNDS HAVE HAD AN EFFECT ON FACILITIES, PERSONNEL, AND TEACHER TRAINING

Respondent	Responses and Percent				TOTALS	
	None/Small	%	Some/Large	%	Responses	%
Project Directors	42	30.7	95	69.3	137	100
Principals	102	30.3	235	69.7	337	100
Teachers	196	27.5	516	72.5	712	100

From Table 11 we see that responses given by directors of ESAP projects were judged as having a small or no effect three out of ten times. A majority of the project directors' responses, almost 70 percent, recorded the effect to be some or large. About the same percentages apply to the responses of principals. Teacher responses were only slightly different from the other two groups.

There was no significant difference among the three groups of respondents in how they perceived the effect of ESAP funds in providing additional facilities, personnel, and teacher training when tested by the Chi Square technique.

Questionnaire items 6-10 were intended to provide an answer to the second question of the study:

2. To what extent has the immediate infusion of money through ESAP had on the educational effectiveness of the school?

Findings from these items are presented in Table 12.

About one-fifth of the responses from project directors indicated that a small or no influence on educational effectiveness were perceived. Yet, four-fifths of the responses reveal some or large effects. Principals were the most negative of the three groups of respondents. One-third of the respondents claimed that the effect of ESAP money on educational effectiveness was none or small, while two-thirds were of the opinion that it was some or large.

TABLE 12

EXTENT TO WHICH AN IMMEDIATE INFUSION OF MONEY HAS INFLUENCED EDUCATIONAL EFFECTIVENESS

Respondent	Responses and Percent				TOTALS	
	None/Small	%	Some/Large	%	Responses	%
Project Directors	26	19.0	110	81.0	137	100
Principals	111	32.7	229	67.3	340	100
Teachers	209	28.5	524	71.5	733	100

Teachers were only slightly more positive about the effects than principals. Three out of every ten responses indicated a small or no effect, while seven out of every ten perceived a large or some impact.

There was a significant difference among the three groups of respondents in how they perceived the extent to which an immediate infusion of money influenced educational effectiveness when tested by Chi Square.

Items 11-15 of the questionnaire were designed to provide a reply to the third question of the ESAP study:

3. To what extent have ESAP activities had an effect on educationally disadvantaged students?

Table 13 contains the results for this question.

Almost 80 percent of the responses from directors of ESAP projects indicated a large or some effect on educationally disadvantaged students. Only one-fifth of the responses from directors recorded none/small effects.

Teacher responses ranked second in their positive perceptions, with nearly 74 percent claiming some or large effects against 26 percent recording a small or no effect.

Although a majority of principal responses were favorable (72 percent), almost 30 percent perceived either a small or no effect on disadvantaged students.

There was a statistically significant difference among the three groups of respondents in their perception

TABLE 13

EXTENT TO WHICH ESAP ACTIVITIES HAVE HAD AN EFFECT ON DISADVANTAGED STUDENTS

Respondent	Responses and Percent				TOTALS	
	None/Small	%	Some/Large	%	Responses	%
Project Directors	27	20.6	104	79.4	131	100
Principals	95	28.2	242	71.8	337	100
Teachers	193	26.3	541	73.7	734	100

of the effect of ESAP activities on educationally disadvantaged students.

The fourth question of the study sought an answer from items 16-20 of the instrument:

4. To what extent have ESAP activities been effective in providing interracial experiences in the school?

The responses from items 16-20 are found in Table 14.

The largest differences in responses to the five questions of the study are revealed in question 4. Project directors saw some or large effects on interracial experiences (84 percent) and only one-sixth of the responses were recorded as none/small.

On the other hand teachers and principals, both being closer to the students than the project directors, reported more than twice the percentage of small or no effects on interracial experiences. Yet, two-thirds of both teachers' and principals' responses indicated some or a large effect on interracial experiences.

On three of the first four questions of the study (educational effectiveness, disadvantaged students, and interracial experiences), project directors ranked first in terms of perceiving positive effects, followed by teachers, with principals being the most negative of the three groups of respondents.

TABLE 14

EXTENT TO WHICH ESAP HAS PROVIDED
INTERRACIAL EXPERIENCES

Respondent	Responses and Percent				TOTALS	
	None/Small	%	Some/Large	%	Responses	%
Project Directors	21	16.5	106	83.5	127	100
Principals	120	34.6	227	65.4	347	100
Teachers	235	32.7	484	67.3	719	100

On the question involving facilities, personnel, and teacher training, teachers are the most positive in their perceptions followed by principals with directors being last.

Part III of the questionnaire was sent to project directors only to obtain the information necessary to answer the fifth question of the study:

5. In what type of activities were the ESAP projects involved?

The information obtained from project directors is reported in Table 15.

Table 15 reveals that of the eleven activities sponsored by ESAP grants, the bulk of the money (about two-thirds) went into two activities, curriculum revision, and teacher training.

The remaining one-third was divided among the other nine activities.

TABLE 15

ACTIVITIES SPONSORED BY ESAP GRANTS IN 28 SCHOOL DISTRICTS FOR 1970-1972

	Activity	Amount Spent	Percent
1.	Community Programs	$ 206,467	3.2
2.	Counseling Services	275,308	4.3
3.	Curriculum Revision	3,062,099	47.7
4.	Teacher Training	1,185,491	18.5
5.	Student-to-Student Programs	313,459	4.9
6.	Busing	2,832	.1
7.	Remedial Education	465,581	7.2
8.	Materials and Equipment	260,966	4.1
9.	Facilities Improvement	142,047	2.2
10.	Comprehensive Planning	132,483	2.1
11.	Others	364,874	5.7
	TOTALS	$6,411,607	100.0

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a brief summary, the findings, and conclusions derived from the analysis of data and the recommendations resulting from the study.

Summary

The purpose of the study was to determine what impact the Emergency School Assistance Program (ESAP) has had on selected public school districts in the state of Mississippi as perceived by ESAP project directors, principals, and teachers.

The introductory chapter contained the statement of the problem, the objectives of the study, the hypotheses to be tested, and the justification of the study.

The instrument utilized to collect the data was a forty-item questionnaire developed by the researcher especially for this study.

There were 400 questionnaires mailed to 32 project directors, 92 principals, and 276 teachers who were randomly selected for the study. Two hundred-sixty questionnaires were completed and returned, representing a 65 percent

return rate. The final subjects consisted of 28 project directors, 72 principals, and 160 teachers, representing 83 schools in 28 public school districts.

Six hypotheses were stated and then each was tested by the Chi Square technique to determine if there were significant differences among the three groups of respondents in how they perceived the effects of ESAP funds and activities.

This study was designed to determine what impact ESAP has had after two years of operation.

Conclusions

The conclusions which have been reached as a result of this study are reported at two levels: (1) those based on a statistical treatment of the six hypotheses, and (2) those based on a descriptive interpretation of the answers to the five questions.

Results of Hypotheses

Hypothesis I was not rejected. Hypotheses II, IV, and VI were accepted. Hypotheses III and V were rejected.

The following statistical findings emerged from the study:

1. The data revealed that there was no statistically significant difference among project directors, principals, and teachers in how they perceived

the impact of ESAP funds in providing additional facilities, personnel, and teacher training.

2. The findings indicated that there was a statistically significant difference among the three groups of respondents in how they perceived the effect of an immediate infusion of money through ESAP on educational effectiveness of the school.
3. The results of the study indicated that there was a statistically significant difference among the subjects of the research in their perception of the effect of ESAP activities on students who were educationally deprived.
4. The impact of ESAP in providing interracial experiences produced significantly different perceptions by directors of ESAP projects, school principals, and classroom teachers.
5. In response to the general items of the questionnaire, there was a statistically significant difference among ESAP project directors, principals, and teachers in their replies.
6. The research findings indicated that there was a significant difference among the three groups of respondents in their perception of the existence of ESAP sponsored activities in their schools.

Answers to the Questions Raised by the Study

When the answers to the five questions of the study were tabulated, the following results appeared:

1. A majority of project directors, principals, and teachers (about 70 percent of each group) reported that ESAP funds had some/large effect in furnishing school facilities, educational personnel, and in-service training for the faculty. Only three out of every ten participants viewed the effect to be none/small.
2. While most of the three groups of respondents replied that the extent to which ESAP money induced educational effectiveness was some/large, principals were more negative on this question (67 percent) than teachers (about 72 percent) or project directors (81 percent). The remainder saw the effect to be none/small.
3. Almost 80 percent of the project directors indicated some/large effect on ESAP activities on educationally disadvantaged students, while 74 percent of teachers and 72 percent of principals exhibited the same opinion.
4. Teachers and principals differed greatly from project directors in their answers concerning interracial experiences in the school. Only

16 percent of directors thought that the extent was none/small, yet teachers and principals reported twice the percentage (about 34 percent) for this category. However, 84 percent of directors and two-thirds of the teachers and principals checked some/large for their answers.

5. Of the eleven categories of activities sponsored by ESAP grants, the bulk (over $4 million) of the almost $6.5 million went into two activities, curriculum revision and teacher training. This was done in spite of the fact that: (1) curriculum revision was found to be an ineffective activity by the national study; and, (2) teacher training was found to have a strong and consistent negative association, i.e., it was heavily associated with worsening conditions, reported Gordon for RMC.[1]

Recommendations

As a result of the study, the following recommendations are made:

1. School districts receiving ESAP grants should consider sponsoring activities that have been

---

[1]Resource Management Corporation, op. cit., p. 43.

found to be effective, such as: (1) counseling; (2) student-to-student programs; and (3) remedial programs.

2. School districts receiving ESAP funds should reconsider before sponsoring activities of the type which have been shown to be unsuccessful, such as: (1) teacher training and (2) curriculum revision. Special attention should be paid to the type of activities that are included under teacher training. The nature of in-service activities should be changed to more effective types.

3. Additional research needs to be conducted concerning the effectiveness of ESAP activities in public school districts. Such research should use an improved research design, incorporate pretest measurements to evaluate change from baseline data, and include control as well as experimental groups.

APPENDIX A

DIRECTIONS FOR COMPLETING ESAP QUESTIONNAIRE

Attached is a questionnaire which has been designed to measure the impact of the Emergency School Assistance Program (ESAP) on selected public school districts in Mississippi.

Respond once to each question in Part I in a manner which best represents the extent to which you perceive the item to have been effective in your school.

To guide your responses the following definitions are offered:

1. None--To no extent, non-existent, absence of.
2. Small--To a small extent, little amount, light emphasis.
3. Some--To some extent, occasional, infrequent.
4. Large--To a large extent, great amount, heavy emphasis.
5. Not applicable or don't know--item does not apply to my school or lack knowledge and cannot respond.

Part II requires only that you indicate whether each ESAP activity was present in your school as a result of ESAP funding.

Your cooperation in completing this questionnaire is essential to the success of this study. Thanks for your time and assistance.

Code _____

ESAP QUESTIONNAIRE

PART I

Directions: Choose the appropriate response and put the number of that response in the right-hand column. Please respond to all items.

Response Key:
1. None
2. Small
3. Some
4. Large
5. Not applicable or don't know.

Example: To what extent has educational television been directed toward improving viewers knowledge of ecological problems? 3

FACILITIES, PERSONNEL, AND TRAINING

1. To what extent has ESAP funding been directed toward providing more facilities in meeting "special problems of desegregation"? _____

2. To what extent have ESAP funds been used to hire additional personnel in meeting "special problems of desegregation"? _____

3. To what extent has ESAP money been used to carry on in-service training for teachers to meet "special problems of desegregation"? _____

4. To what extent will the effects of ESAP spending for facilities, personnel, and training have a lasting value? _____

5. To what extent has ESAP funding been used to purchase instructional equipment such as televisions, projectors, etc.? _____

EDUCATIONAL EFFECTIVENESS

6. To what extent has ESAP brought about a broadening or revision of the curriculum? _____

7. To what extent has ESAP brought about an improvement in teaching methods? _____

Response Key:
1. None
2. Small
3. Some
4. Large
5. Not applicable or don't know.

8. To what extent have ESAP activities improved academic performance by students? ____

9. To what extent have ESAP activities been used to effect change in educational objectives and directions? ____

10. To what extent have ESAP activities been directed toward determining the strengths and weaknesses of the present educational program? ____

EDUCATIONALLY DISADVANTAGED

11. To what extent have ESAP funds enabled your school to direct activities that would have immediate impact on educationally disadvantaged students? ____

12. To what extent have ESAP activities contributed to raising the level of attainment of educationally disadvantaged students? ____

13. To what extent have ESAP activities contributed to improving the "self-image" of educationally disadvantaged students? ____

14. To what extent have ESAP activities been directed toward providing teachers a better understanding of the educationally disadvantaged student? ____

15. To what extent has the school-community, (administration, faculty, staff, and students) as a whole, supported the ESAP activities? ____

INTERRACIAL EXPERIENCES

16. To what extent have ESAP activities improved the way students of different races work together in class? ____

17. To what extent have ESAP activities improved the way teachers of different races relate to each other in their school activities? ____

Response Key:
1. None
2. Small
3. Some
4. Large
5. Not applicable or don't know.

18. To what extent have ESAP activities brought about more interracial experiences for students in co-curricular activities? _____

19. To what extent have innovative techniques resulting from ESAP funding brought about sound interracial experiences for students? _____

20. To what extent have ESAP activities contributed to a smooth transition to a unitary school system? _____

GENERAL

21. To what extent have ESAP activities in your school been evaluated? _____

22. To what extent have the results of the evaluation of ESAP activities been made available to you? _____

23. To what extent have findings of ESAP evaluations caused a change in ESAP activities? _____

24. To what extent would you change the ESAP program if it were to continue? _____

25. To what extent is the ESAP worth the amount of money being spent on it? _____

26. To what extent is the Emergency School Assistance (ESA) Student Advisory Committee informed of ESAP activities in your school? _____

27. To what extent is the Emergency School Assistance (ESA) Student Advisory Committee effective in advising the principal on problems related to desegregation? _____

28. To what extent has the teaching staff been involved in planning ESAP activities? _____

Response Key:
1. None
2. Small
3. Some
4. Large
5. Not applicable or don't know.

29. To what extent have students been involved in planning ESAP activities? _____

30. To what extent have reviews by Title VI Civil Rights Personnel influenced your ESAP activities? _____

ESAP QUESTIONNAIRE

PART II

Directions: Place an X in the parenthesis to the right of each ESAP activity if that activity was present in your school as a result of ESAP funding.

1. Community Programs ( )
2. Counseling Services ( )
3. Curriculum Revision ( )
4. Teacher Training ( )
5. Student-to-Student Programs ( )
6. Busing ( )
7. Remedial Education ( )
8. Materials and Equipment ( )
9. Facilities Improvement ( )
10. Comprehensive Planning ( )
11. Others (Specify)_____ ( )

_____ ( )

_____ ( )

_____ ( )

_____ ( )

ESAP QUESTIONNAIRE

PART III

(Project Directors)

Directions: Of the total ESAP funds received by your school district, for both the 1970-71 and 1971-72 school years, indicate the approximate amount spent on each activity below.

TOTAL ESAP GRANT FOR 1970-71 AND 1971-72 $_____

1. Community Programs $_____
2. Counseling Services $_____
3. Curriculum Revision $_____
4. Teacher Training $_____
5. Student-to-Student Programs $_____
6. Busing $_____
7. Remedial Education $_____
8. Materials and Equipment $_____
9. Facilities Improvement $_____
10. Comprehensive Planning $_____
11. Others (Specify) $_____

_____ $_____

_____ $_____

APPENDIX B

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

September 26, 1972

Mr. Jerry Rodriguez, a doctoral candidate in The Department of Educational Administration and Supervision, USM, is planning to conduct a study of The Emergency School Assistance Program (ESAP) in thirty-two Mississippi School Districts. Your school has been randomly selected for participation in the study. The study will cover the 1970-71 and 1971-72 school years.

Mr. Rodriguez's study will require some preliminary information before questionnaires are mailed to respondents. It is most important that this information be returned to him immediately. The purpose of this letter is to request your cooperation. I believe that the result of the study will be valuable to all school districts receiving ESAP funds.

I appreciate and thank you for your cooperation.

Sincerely,

James H. McPhail, Chairman
Department of Educational
Administration and Supervision

JHM:j

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

September 26, 1972

Enclosed with this letter is a form which needs to be completed by you before respondents can be selected for the study. Please complete this form immediately and return to me in the self-addressed, stamped envelope.

After this information has been processed, a packet of questionnaires and directions will be sent directly to each principal included in the study, for distribution to the teachers involved in the study. Please urge your teachers to return these questionnaires promptly.

The identity of the respondents and their school will be lost in the analysis of the accumulated data, and all information obtained from the respondents will be strictly confidential.

Your cooperation in this matter will be greatly appreciated.

Sincerely,

Jerry Rodriguez

JR:j

Code _____

SELECTION OF RESPONDENTS FOR ESAP STUDY

1. Has there been a change in the principalship of this school since 1971-72? If so, give name and address of present principal.

_____

_____

_____

2. Please provide the name and school address of your school district's ESAP project director or the person given primary responsibility for the direction of ESAP activities:

_____

_____

_____

3. The following teachers have been randomly selected as possible participants in the ESAP Study. Please place an X in the parenthesis to the right of each teacher's name who is no longer present in your school.

_____ ( )

_____ ( )

_____ ( )

_____ ( )

_____ ( )

_____ ( )

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

October 2, 1972

Approximately one week ago, you were requested to complete a brief form needed for the selection of respondents in a study of the Emergency School Assistance Program (ESAP).

I am enclosing a second form, along with a self-addressed, stamped envelope, in case the first letter has been misplaced.

Your immediate attention to this important matter will be greatly appreciated.

Sincerely,

Jerry Rodriguez

JR:j

Enclosures: 2

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

November 6, 1972

I am conducting a study of the Emergency School Assistance Program (ESAP) in thirty-two Mississippi Public School Districts. Your district is included in the study, which covers the years 1970-71 and 1971-72.

As the person primarily responsible for the direction of ESAP activities you are in an excellent position to rate the effectiveness of the program in your district.

Please complete the enclosed questionnaire by answering each item as it relates to your school district. The identity of the respondents and their districts will be lost in the analysis of the accumulated data, and all information obtained from the respondents will be strictly confidential. A copy of the study will be sent to each district participating.

Your immediate attention to this important matter will be greatly appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

Jerry Rodriguez

JR:j

Enclosures: 2

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

November 6, 1972

Dear Respondent:

I am a doctoral candidate in the Department of Educational Administration and Supervision at the University of Southern Mississippi. The subject of my dissertation is "The Emergency School Assistance Program (ESAP) and Its Impact on Selected School Districts."

Because of your role in the educational process, it is felt that you are in an excellent position to rate the effectiveness of the Emergency School Assistance Program. You are asked to spend a few minutes of your time and complete the enclosed questionnaire.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. Your immediate reply to this request will be greatly appreciated. Thank you for your cooperation.

Sincerely,

Jerry Rodriguez

JR:j

Enclosures: 2

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

November 6, 1972

Thank you for helping me select the respondents for my study of the Emergency School Assistance Program (ESAP).

Enclosed are envelopes containing a letter, questionnaire with directions, and a self-addressed, stamped envelope. Please distribute these materials to respondents immediately and urge them to return the questionnaires promptly.

Your cooperation and assistance in this study is essential to its success. The results of the study will be sent to each district participating.

Again, thank you for your continued cooperation in this important study.

Sincerely yours,

Jerry Rodriguez

JR:j

Enclosures:

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

December 1, 1972

Approximately two weeks ago you were sent a packet of questionnaires on the Emergency School Assistance Program (ESAP) to be distributed to your schools. To date I have not received questionnaires from the following respondents:

_____

_____

_____

_____

_____

Your cooperation in the return of these questionnaires will be greatly appreciated. Thank you for your time and assistance.

Sincerely,

Jerry Rodriguez

JR:j

University of Southern Mississippi
Southern Station, Box 27
Hattiesburg, Mississippi
39401

Educational Administration
and Supervision

January 3, 1973

Dear Respondent:

Recently you were requested to complete a questionnaire on the effectiveness of the Emergency School Assistance Program (ESAP) in your school district. To date I have not received the completed questionnaire from you.

Since it is important in this type of a research project to account for all questionnaires, I am requesting that you complete the enclosed stamped, self-addressed post-card indicating why you did not return the completed questionnaire.

Your immediate reply to this request will be greatly appreciated.

Sincerely,

Jerry Rodriguez

JR:j

Enclosure

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Company, Inc., 1959.

Siegel, Sidney. Nonparametric Statistics: For the Behavioral Sciences. New York: McGraw-Hill Book Company, Inc., 1956.

Periodicals

"Desegregation Funds Hinge on Student Advisory Groups," Nations Schools, LXXXVI (October, 1970), 30-31+.

"Fiasco in Integration Spending"? Nations Schools, LXXXVII (January, 1971), 20-21.

"Pump Those Federal Funds into Local Schools, Urges NSBA," American School Board Journal, CLVII (June, 1970), 33.

Public Documents

"Emergency School Assistance Program," Code of Federal Regulations, Title 45, Part 181.1.

U. S. Congress, House. Aid to Schools with Financial Problems, Document No. 91-341, 91st Congress, 2d Session, May 21, 1970, 5.

_____. "The Emergency School Assistance Program." Federal Register, XXXVI, July 10, 1971, 12984.

U. S. President Policy Statement. "A Free and Open Society," Washington, D. C.: Government Printing Office, March 24, 1970, 23-25.

Reports

Evaluation of the Emergency School Assistance Program, Report by Resource Management Corporation, Inc. Bethesda, Maryland, February 15, 1972.

Evaluation Report of the Emergency School Assistance Program in North Carolina, Report by the North Carolina State Advisory Committee on Public Education. Raleigh, North Carolina, August 30, 1972.

The Emergency School Assistance Program: An Evaluation. Report by the American Friends Service Committee, et al., 1970.

Walker, Kirby P. Some Facts, Opinions, and Recommendations by Superintendents, Report to the Mississippi State Advisory Committee on Public Education, Jackson, Mississippi, 1971.

Other

Interview with Mr. John Ethridge, Mississippi State Department of Education, August 3, 1972.

Interview with Dr. Joe Holloway, Mississippi State Department of Education, August 3, 1972.

Telephone conversation with Dr. John Lovegrove, Department of Health, Education and Welfare, Office of Education, Atlanta, Georgia.

VITA

Jerry Wayne Rodriguez, son of Ernest A. and Doris C. Rodriguez, was born November 15, 1938, in Biloxi, Mississippi.

He attended the parochial and public schools at Biloxi, Mississippi, graduating in 1956. He completed two years at Perkinston Jr. College (now Gulf Coast Jr. College), before transferring to the University of Southern Mississippi, where he received his B. S. degree in Science in 1960. The M.Ed. degree with a major in Educational Administration, was conferred in 1962 by the University of Southern Mississippi. In 1973 he received the Doctor of Education degree in Educational Administration from the University of Southern Mississippi.

His educational experience includes five years as a classroom teacher, four years as an assistant principal, two years as a principal, one year as a director of adult education, and one year as a doctoral teaching fellow.

His professional membership includes the following organizations: National Educational Association, Mississippi Education Association, Mississippi Association of School Administrators, Kappa Delta Pi, Beta Beta Beta, and Phi Delta Kappa.